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new or vital evidence to support his conclusions. A true estimate of John Brown's character has yet to be written, but we believe that Mr. Wilson has approached nearest the truth.

S. L. WARE.

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DANGER SIGNALS FOR TEACHERS. By A. E. Winship, LL.D., editor of the (Boston) *Journal of Education*. Chicago: Forbes and Co. 1919. Pp. xi, 204.

THE HEALTH OF THE TEACHER. By William Estabrook Chancellor, author of *Our Schools*, etc. Chicago: Forbes and Co. 1919. Pp. xiii, 307.

In his ripe and genial anecdotage, Doctor Winship, the undaunted pedagogical-journalistic veteran, shows us in this his latest book the most approved methods of kindergarten presentation of the 'dangers' that beset the educational train—and things and 'folks' in general. Each chapter is a spoonful of nutritious and more or less translucent jelly, with a sugar-coated pill of up-to-date warning nicely imbedded in it. "If in these *Danger Signals* we state anything in such a way as to irritate or annoy any teacher we shall regret it most deeply." So says the Preface. Let us hope, on the contrary, that the good Doctor's wise and stimulating words *will* 'annoy and irritate' some of the teachers, the sort that needs flaying. Perhaps Doctor Winship can rest content with the saying, "Woe unto you when all men speak well of you," if he 'hurts the feelings' of the professional politician-pedagogue, for instance.

In spite of, if not on account of, the gossipy nature of this little book, it ought to be stimulating and informative to the young teacher of the rural districts, and to some others besides. Doctor Winship is always both journalist and teacher, who helps to link together two eras. Whatever one may think of his tremendous reliance on the text that suggests the advisability of being "all things to all men", he cannot refuse to Doctor Winship the virtues of vitality, alertness, sympathy and common-sense. In matters educational as well as in things human, Doctor Winship's heart is in the right place. Nor must we forget that the right place is in the middle of the road, with a strong beat toward the 'left'—and surely the heart has a right to be a *little* 'red.' Perhaps Doctor Winship would agree with us that some of the

educational innovators are unwittingly doing ultra 'red' work, in their forgetfulness of the 'old' values, and their premature insistence on vocational and 'practical' education.

We must not put aside Doctor Winship's quickening little book without mentioning a few of his chapter (paragraph, rather) headings: Dig In; Don't Nag; Don't Boss; Don't Putter; The Awkward Squad; The Sympathetic, Buoyant Accompanist; Gravitation of Human Nature; The Community Trail; Education as Preparedness; Education Must Be Achievement; Democracy of the Universe; Don't Be Educationally Superstitious; Get Out of a Treadmill; Thinking in Three Dimensions; Teachers Win the Battles.

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Doctor Chancellor has given us a book of great practical value. He divides it into two parts: I. Principles of Diagnosis, and Cases; II. The Rationale of Health Control. The first part contains twenty-one explicit 'cases', most of them of nervous origin. Strange to say, he seems to say nothing of Freud, or of the vigorous work of the psychopathologists of to-day. Yet instances of pathological 'repression' among teachers are far from infrequent, and some mention of them would have rendered the book more valuable and timely. Perhaps Doctor Chancellor regards psychopathology, and especially Freud, as too technical for the general reader. Nevertheless, the popular journals deal with the recent developments in the study and cure of the 'psychoneuroses', and we cannot but regret that the book takes no account of them.

We shall touch upon several features of the book in order to show its practical value and suggestiveness, and, secondarily, to intimate some of its limitations.

On page 162 are given some useful hints with regard to avocations and hobbies. "Do anything except grind all day every day from year's end to year's end, lest life or mind end sadly and suddenly." Good advice, this, for many teachers and others; but it is by no means true that the habitual grind will cause life to end either suddenly or sadly. This generalized statement, however, is worth listening to: "Have a vocation, an avocation, and at least one hobby. Be several different persons within the law" (presumably including the moral laws and the laws of normal nerve-action).

The two cases of "sexual aberration" on pages 120 ff. hardly prove their point. The young women mentioned probably suffered disaster more from lack of intuition or instinct than from deficiency of information with regard to sex. Much of this 'sex information' propaganda is futile, when not actively pernicious. Well-brought-up boys and girls are often distinctly better off when let alone with regard to the impartation of facts concerning sex. It is easy to excite morbid curiosity without really protecting the young person. Medical students are supposed to be well informed as to the facts of sex and the dangers of venereal disease; nevertheless, there is scarcely a reputable class in society that has a worse reputation in these matters. Whether this statement be verifiable or not, it comes from medical students and their teachers.

The pages on tea and coffee (67 ff.) are very much to the point in these piping days of prohibition. We may mention incidentally that the author gives an admirable recipe for making 'clean' tea.

The dangers of taking warm baths are duly set forth on page 187. The bath of one hundred degrees Fahrenheit has the right of way, when limited to a few minutes, and many persons have learned that extremely cold baths are dangerous to those of weak vitality—perhaps to some who are thought to be strong enough to take them.

It seems unfortunate that a good book should be marred by such sensationally trashy statements as this: "The average normal young woman thinks 150 thoughts a minute" (compare page 207). Even granting that this is intelligible, and admitting that images are thoughts, half-baked assertions such as this can but cause grief to the judicious.

"Every good general physician relies for general diagnosis upon these few signs, *viz.*: (1) Tongue and throat; (2) Pulse and blood pressure; (3) Evacuations. In nine office calls in ten, these tell the physician all that he needs to know; and in three house calls out of four, they tell him why the patient is unable to visit his office." Such summary statements are misleading, however true. Temperature and the 'facies' or look of the patient ought to be taken into consideration—for the former can be exactly ascertained, and the latter often serves to give

knowledge of the general condition of vitality, especially with regard to the nervous system. Besides this, many a patient has suffered from the flimsy examination of busy physicians who are content to let routine take the place of keenness of observation and due study of a case. The best physicians are never the slaves of routine procedure and cocksure diagnosis. The men of mere routine could often learn something from the "Christian Science" that they despise.

The chapter on Care of the Teeth is one of the best. These steps of 'method' might well be posted over the toothbrush: "(1) Brushing the teeth, (2) Brushing the gums, (3) Gargling the throat, and (4) Drinking a glass of cold [not icy] water" (p. 218).

The chapter on Care of the Hair is not often to be found in books of this scope. Especially would we call attention to what the author has to say about massaging the scalp.

Last of all, we feel justified in applying Doctor Chancellor's warning to his own book: "Cut-and-dried rules will not suffice." (p. 299).

T. P. BAILEY.

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THE PEOPLE'S BOOK OF WORSHIP: A STUDY OF THE BOOK OF COMMON PRAYER. By John Wallace Suter and Charles Morris Addison. New York: The Macmillan Company. 1919. Pp. 76.

THE KINGDOM OF THE LOVERS OF GOD. By Jan Ruysbroeck. Translated from the Latin by T. Arnold Hyde, with an Introduction. New York: E. P. Dutton and Company. 1919. Pp. xvi, 216.

The little book, very tastefully arranged, on the Book of Common Prayer, has chapters on The Meaning of Worship, The Book Itself, The Fundamental Principles (Growth and Comprehension), The Three Working Principles (Interpretation, Rubrication, Liturgism), Morning Prayer and Evening Prayer, The Litany, The Holy Communion, The Spirit of the Book and Its Use.

The style of the book is calm and catholic, clear and simple, and the authors have a due regard for forms of worship other than the explicitly liturgical. The worship in silence is especially recognized—this could hardly be otherwise in view of the fact that Doctor Addison, a popular and spiritual lecturer on Mysticism, is one of the writers of this useful compilation.